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ABSTRACT

This pamphlet on training in human relations is the sixteenth of 16 in a series to provide leaders in adult activities with sound introductory material to give practical help in using a method of adult education or working in a particular area. Its objective is to provide a case history of a human relations institute, outline the procedures for conducting such a course, and describe leadership qualities and how to develop them. Six articles and how-tos are included. An introduction discusses the benefits of a three-day human relations training institute and some feasible objectives for one. "Human Relations Training Institute" presents a case history of a human relations training institute held at Valley City. "Meeting the Trainee's Needs" focuses on developing an effective training program that changes to meet the needs of the trainee whose need for change changes as training progresses. The planning phase of the training institute is the subject of "Planning and Staffing." Checkpoints for planning are discussed, and tasks of the sponsoring committee are set forth. Characteristics of the successful trainer are enumerated in "Selecting and Training the Trainers." The final article, "Leadership: The Art of Developing People," looks at how to apply human relations training to the everyday job. (YLB

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TRAINING IN HUMAN RELATIONS

A case history of a human relations training institute, outlining the procedures for conducting such a course, plus a description of leadership qualities and how to develop them.

- Five points in training
- Ten points in planning
- Training the Trainers

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Adult Education Association of the U.S.A.

Leadership Pamphlets are prepared and distributed by the Adult Education Association of the U.S.A. Each pamphlet provides leaders in adult activities with sound introductory material which can give practical help in using an important method of adult education or working in a particular area with insight and skill.

Pamphlets in this series are:

P1 —How to Lead Discussions
P2 —Planning Better Programs
P3 —Taking Action in the Community
P4 —Understanding How Groups Work
P5 —How to Teach Adults
P6 —How to Use Role Playing
P7 —Supervision and Consultation
P8 —Training Group Leaders
P9 —Conducting Workshops and Institutes
P10—Working with Volunteers
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P12—Getting and Keeping Members
P13—Effective Public Relations
P14—Better Boards and Committees
P15—Streamlining Parliamentary Procedure
P16—Training in Human Relations

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Excerpted from The Monthly Letter, The Royal Bank of Canada, Montreal

**From the Workshop, "Human Relations Training in Three Days," by Leland P. Bradford, Jack R. Gibb and Gordon L. Lippitt.*

INTRODUCTION

Concern for improvement of human relations grows steadily in many occupational settings—in community leadership training, industrial management development, staff growth in national and local organizations, training of civic and governmental officials, development of student leaders, improvement of medical and nursing services in hospitals and health programs, and in changing conference methods.

Side by side with this growing interest in improving human relations has come an acceptance of the need for human relations training. Some recent developments make it easier now than in the past to meet this need. Social science research has helped demolish a few old assumptions. It used to be thought that good will and common sense were the only things required of a leader in human relations. It was considered that leaders were born rather than made, and that better human relations could be produced by exhortation or a few gimmicks.

Leaders in all occupations have become aware of the increasing complexity of our interpersonal, intergroup, and inter-organizational relations. Research and experience document this growing complexity. They also indicate the increasing amount of learning, the depth of change necessary for most people to relate effectively and "get along well" with others.

It is not enough to teach a few techniques about "how to lead a meeting", or to offer inspirational talks urging people to improve their human relations, or to give a little training in public speaking with the assumption that this constitutes human relations training. Leadership training itself has become differentiated. One portion of it remains the teaching of methods for leading meetings and chairing conferences. Another portion, however, deals with the too long neglected area of sensitivities to

human relations, and to the skills of interacting more effectively with others.

In industries, in health, education, and welfare organizations, government agencies, labor organizations, community groups, educational associations, and political parties—to mention a few of the occupational areas where human relations are important—common needs are bringing people in increasing numbers to human relations training programs.

Some of these needs are: understanding oneself, others, and groups; adjustment to change; involvement and motivations; making effective contributions; influencing others in a way that helps solve mutual problems. Programs range from the short two to four-day institute, to three to six-week training laboratories, to professional courses at the graduate level in leading universities.

Since extensive training away from the job, desirable as this may be, is not usually possible, a demand has arisen for the short training programs. The three-day human relations training institute is one of the answers.

The limitations of three days are real ones. Certainly, a person could not expect to learn all there is to know about human relations and leadership in such a short time. Nevertheless, experience indicates that there are goals toward which planners of human relations institutes can work, no matter how short the time may be. This is particularly true when the training develops attitudes and skills by which the learners can continue to learn from their everyday experience.

Some feasible objectives for a three-day institute are:

1. *To increase sensitivity to human relations situations.*

Experience-centered groups—those in which members analyze their own and the group processes as the group continues—uncover and solve to some extent the problems of leadership, problems of interaction and conflict between members, hidden agendas on both individual and group levels, difficulties in goal formation and clarification, selection of appropriate procedures, and decision-making. Such experiences, carefully analyzed, lead to greater sensitivity.

2. *To increase ability to diagnose human relations situations.*

The ability to diagnose on-going human relations

problems provides a basis for intelligent action. Even in three days an individual can become aware of the importance of diagnosis and improve his skill at it. Various types of laboratory training groups give practice in diagnostic skills.

3. *To provide opportunities to practice certain human relations skills.*

It has been found in research that the basic difference between an effective and ineffective administrator, executive, community leader, or organizational volunteer, does not lie in his good intentions or faith in people. Instead, the basic skills of knowing how to assess, diagnose, and carry out problem-solving in human relations situations are the keys to effective work with others, and fundamental to the use of any methods. The word "skill" is used here in reference to basic characteristics of the leader's behavior, not to his mastery of particular techniques or gimmicks.

4. *To provide theoretical and research knowledge as a basis for sensitivity and action skills.*

Training which does not develop systematically organized knowledge and theory will provide no sound basis for real learning in human relations.

5. *To relate the learnings of the institute to one's back-home job situation.*

Much training stops short of helping the learner plan how to use the learning back on the job. Training has a major responsibility for adaptation and application of learning to the job, and needs to plan appropriate supports for application.

Institutes of whatever length can work along these dimensions. None is so long that all training can be completed. All, if the training methods are based on analysis of experiences, integrated with research and theoretical knowledge, can help the learner sweep away cobwebs of stereotypic thinking about individual and group relations, gain new insights and attitudes, develop dimensions along which to examine all future human relations situations, and gain understanding of his own motivation and the effects of his own behavior on others.

If at all effective, training provides a basis for further training and learning. Under these conditions, the three-day human relations training institute can make a real contribution. ◇◇

HUMAN RELATIONS TRAINING INSTITUTE

A case history of the institute held at Valley City

The Adult Education Council of Valley City has long had an active program serving community educational needs.

With the usual large number of community, organizational, and committee meetings, and with the efforts of health, welfare, educational, religious, and service organizations to build greater interest in their own areas of community service, it was natural that leaders in these organizations should be anxious to improve their own community-leadership skills and to develop additional leaders.

The Secretary of the Community Adult Education Council knew of this interest through casual conversations with representatives of other agencies, and through a brief questionnaire sent out by mail to agencies, churches, schools, and organizations. The questionnaire sought to determine, (1) the interest in a short leadership training institute, (2) the number of people from each agency and organization who would be likely to attend, and (3) some of the pressing problems of group leadership.

With this information, and knowing that the leaders in Valley City wanted a thorough program in leadership training, the Secretary of the Council approached the Director of the Human Relations Center of a nearby

university. The Secretary had read enough about modern research in group behavior to know that there is considerable difference in the kind of leadership training offered by various groups and universities.

(Some training programs emphasize techniques for conducting meetings. Others stress the development of the individual leader's ability to understand why he, as well as other individuals and groups, act the way they do; to be sensitive to the flow of any human relations situation; to be more competent in working effectively in groups; and to gain proficiency in methods for insuring effective meetings and committees.)

The meeting between the Valley City Secretary and the Director of the Human Relations Center very quickly moved to the stage of concrete planning. This was possible because the University Director satisfied himself that the Valley City Adult Education Council didn't expect miracles from one short training institute. The Council Secretary saw the coming institute as perhaps the beginning of a series of approaches to the improvement of community and organizational leadership. He was anxious that the training be as thorough as possible in bringing about real change in leadership ability in the community.

The Director did say that effective leadership training stressed understanding human behavior first, and knowledge of methods second. In any leadership situation, he pointed out, *the leader was a part of the group he was attempting to serve. Therefore to understand the* group, the leader needed to include a diagnosis of his own actions and their effect on the group, as well as of the actions of others. This self-understanding sometimes could be slightly painful, and it called for considerable competence to help individuals gain real learning and make important changes in the way they related to others.

the planning begins

The concrete planning began with a discussion of steps to be taken to get the project started. The Director and Secretary agreed on a local planning committee. They

discussed its composition, its major responsibilities, and talked about how the Secretary might get it started. Problems of recruitment and staffing were discussed. The Director said he could recruit any additional outside staff needed.

A few weeks later the Director of the University Center met with the Valley City planning committee. This committee of 10 reported intense interest among a number of people and evidence that enough others could be interested to provide support for the institute.

The Director probed the committee for examples of extent of interest, and to find out which potentially interested groups were not represented on the committee. He asked about some of the leadership problems that lay back of the community interest. The three problems most frequently mentioned by committee members were:

1. Conducting more productive meetings.
2. Getting more people to enter into committees and projects—the need for better involvement.
3. Overcoming apathy on the part of members, including "dead wood" in leadership positions.
4. Handling the "difficult" person in a committee.

it's more than techniques

The Director of the Human Relations Center said that these were certainly common problems. They turned up with distressing frequency and the institute would certainly have to deal with them.

The Director added, however, that the institute would have to be built on more than these needs, and that leaders must develop certain understandings about human relations and certain personal competencies in working with others. Then, and then only, could answers to these problems be found. Also, he said, the institute would have to be designed with attention to meeting the resistances and personal needs of each person.

Committee members showed great interest in the Director's remarks. Some of them said they still had many leadership difficulties after learning rules of order, techniques for leading meetings, and methods of quieting the obstreperous member or encouraging the quiet one. They realized, they said, that the development of leadership went far deeper than techniques.

Various committee members expressed curiosity as to how such training would be carried out. The Director replied by outlining five aspects of a training design that is effective in developing both skills of diagnosis and skills of doing.

five points in training

1. *Sensitivity and diagnostic training*

Developing, through group experience and analysis, the ability to understand better the process of group and individual action.

2. *Skill practice*

Opportunities for practicing both diagnostic and action skills.

3. *Integrative learning*

Organized knowledge and theory to undergird skills of sensitivity and action.

4. *Support*

Learning is a process of making change. Change is difficult and calls for necessary emotional and educational support.

5. *Adaptation*

Opportunities to plan and practice how to adapt what may be learned at the institute to job situations back home.

With these categories of training explained, the Director indicated how a day's program could include diagnostic laboratory groups, skill practice groups, lectures and demonstrations to provide integrative knowledge and theory, interest groups to provide learning support, and training group opportunities to plan adaptation to the job back home.

Each would call, he said, for a somewhat different training method. In explanation he presented a typical daily program for a three-day institute which could start on Thursday night and end Sunday afternoon. The program, with some discussion and modification, was accepted and became the training design of the institute.

After their decision was made, the committee members felt they had finally committed themselves to a definite project. Questions concerning the type of program disappeared, and questions concerning the tasks to be done to get ready took their place. The various planning jobs to be done were listed.

VALLEY CITY LEADERSHIP TRAINING INSTITUTE

DAILY SCHEDULE

A three-day training institute for those who wish to improve their understanding and ability to work with others in individual and group situations.

THURSDAY

6:00 P.M.	—Orientation Session
6:30	—Dinner and Off-the-Record Groups
7:30	—General Session: "Groups in Action"
9:00	—D-Groups (Diagnostic Groups)

FRIDAY

9:00 A.M.	—Integrative Session: "Hidden Agendas in Interpersonal and Group Relations"
10:15-12:15	—D-Groups
12:30	—Lunch
1:45-3:45	—S-Groups (Skill Groups)
6:00	—Dinner
7:00-8:00	—Off-the-Record Groups
8:15-9:45	—Integrative Session: "Leadership—Concepts and Practices"

SATURDAY

9:00-10:00	—Integrative Session: "Forces at Work in Human Relations Situations"
10:15-12:15	—D-Groups
12:30	—Lunch
1:45-3:45	—S-Groups
6:00	—Dinner
7:00-8:00	—Off-the-Record Groups
8:15-9:45	—Special Interest Groups

SUNDAY

9:00-10:00	—Integrative Session: "Steps in Decision Making"
10:15-12:15	—D-Groups
12:30	—Dinner
1:00-3:30	—Final General Session: "Back-Home Application"

ten points in planning

1. When to be held
2. "Living-in" or "stay-at-home" institute
3. Place
4. Number of delegates
5. Groups to be encouraged
6. Recruiting, screening, and selection procedures
7. Housing, recreation, welcoming delegates
8. Materials, typing service, final report
9. Staff roles and needed staff
10. Cost for staff, publicity, living expenses

The items on the list were discussed and subcommittees formed to carry out the various tasks. After the merits of other places had been explored, the decision was made to hold the institute in a resort hotel (off-season rates) about 30 miles from Valley City.

Fifty to 60 participants was the number ultimately decided upon, and a staff of six trainers. Some of the trainers would be recruited by the Director of the University Center. A few members of the committee with some experience in such training completed the staff.

The local staff members hoped to learn enough from this experience to enable them to carry on further leadership training in Valley City, thus reducing dependence on outside sources. The quality of training needed, however, required the importation of some highly skilled staff.

The cost of staff, plus the cost for publicity and mimeographing of materials, could be handled by charging a modest fee for the institute.

the institute begins

On a Thursday 55 delegates and eight training and administrative staff converge on the Surf Hotel where the Valley City Leadership Training Institute is to be held. The staff arrives by two o'clock to make necessary preparation to welcome the participants who are driving out after work. Registration is set for 5:30, and the opening of the program for 6:00 o'clock. As the delegates register, each receives a mimeographed copy of the three-day program and a list of the members of the training group to which he has been assigned.

At 6:00 p.m. the institute opens with a brief orientation session. Realizing that words cannot communicate much at this point, only a short statement is made emphasizing that leadership skills are best learned through experiencing and analyzing leadership situations, and that a major part of the institute time will be spent in groups which learn from their own group experience.

off-the-record groups

Visual aids are used to explain the program and the types of groups. The last group mentioned is the Off-the-Record Group, which is described as a group of six people without a leader and with no purpose except to talk about what the members wish. It meets after dinner each day. The dining room tables, for this first dinner, are arranged to seat the various Off-the-Record Groups. People can get acquainted with members of their Off-the-Record Group during dinner and help each other with questions about the orientation meeting.

(The Off-the-Record Groups give the opportunity for people to talk over the day's activities without staff pressure, and to gain emotional support from each other to aid in learning.)

The opening general session starts at 7:30. Its purpose is to develop awareness of the many complex, conflicting, and changing forces operating in any group. A role-playing scene depicts a committee of teachers (or members of a staff or a community organization) meeting to decide what to do upon the retirement of a colleague. There are a variety of personal feelings about the colleague which affect the decision. The outline of the scene has been planned by the staff and roles assigned. Most of the role players in this first role-playing scene are staff, although a couple are participants given their roles just after dinner.

(This last-minute involvement of delegates indicates the spontaneity and naturalness of role playing. By involving delegates early, it tends to break down passivity of participants and distance from staff.)

Before the scene starts, the audience is arranged in observing teams of about 12 each. One team is briefed to watch for *leadership activities and competition;* another team to watch for *group decision-making prob-*

lems; a third for *hidden motives and interpersonal problems;* and a fourth for *procedural inadequacies.*

After the scene is played for about 15 to 20 minutes —depending upon the director's decision as to whether enough human relations data have been brought out— each observing team is broken into two buzz groups to discuss and combine the individual members' observations. Next, each buzz group reports its observations, and a staff member, who has also been observing, makes additional comments. He builds on the responses from the buzz groups—deepening and expanding their insights to enable the opening session to serve as a framework into which the rest of the institute's experiences can be fitted, to provide an insight "shock" to knock out old ideas, and to stretch minds for later new experiences and ideas.

(Learning from observation, and participation in analysis seems to bring greater learning than more didactic methods. In addition, it introduces the pattern of experience and analysis characteristic of the institute.)

"d" is for diagnostic

From 9:00 to 10:00 p.m. is the first diagnostic group session. In the diagnostic groups the experience of the group itself serves, through analysis, as the content of learning. People develop sensitivity to the behavior of others, both through experiencing the trials and tribulations of a group as it develops a program of work, and through careful observation and analysis of the on-going process of the group.

Problems of leadership, procedure, individual motivation, and interpersonal interaction will inevitably appear. The "D" or Diagnostic Groups are therefore basically laboratory groups wherein the members are both the experimenters and their own guinea pigs.

The purposes of the one-hour session Thursday night are threefold. First, to help the group become acquainted on a working level, to get over the initial shock of entering a new group. Second, to learn from this first experience what member behavior is appropriate for the group. Third, to start the growth of a supportive and encouraging atmosphere helpful to the members as they face the need for individual change. (Because of the short time available for sensitivity training, it is impor-

tant to start Friday morning with groups in which the members are familiar with each other.)

In one of the three D-groups of the institute, the trainer starts by saying that because the purpose is to sharpen insight into what happens when people meet with people, and because the group must learn from its own experiences, it is important that the group have as many experiences as it can. The trainer, therefore, is not going to run the group or do things *for* them. He is there to help them as a group in uncovering and analyzing their problems of planning their tasks and carrying them out.

He remarks that they are probably a little curious and will want to become better acquainted with one another. He wonders what they really want to know about each other in order to work together for the next three days. Would information serve as a help or as a detriment to the development of the group?

we break it up

With this question he suggests that the group of 15 break into five groups of three each. Each group of three is to decide what kind of information it wants, get the information from each of its members, and select one to introduce all three members to the total group.

Under a time limit, these subgroups carry out their task, and thus the whole group becomes acquainted.

(While this process served to warm up the group, it also caused the group to think, perhaps for the first time, about the unquestioning and somewhat ritualistic way in which introductions are made in a group.)

Afterwards the trainer, through questions about the kinds of information wanted by the subgroups, is able to develop a beginning awareness of how certain status-data about members can help freeze the participation of some members and block the steady growth of the group, and, conversely, how an understanding of the kinds of knowledge and participation resources of various members can help a group.

The trainer also interviews group members as to how comfortable they felt in the groups of three as contrasted with the total group of 15. The group thus becomes more aware of the need for warmth and emotional

support, and of the extent to which, in a beginning group, members seek out other individuals and subgroups to relate to and gain support from.

This first one-hour period, short as it is, tends to establish the role of the trainer as that of helping the group organize itself for learning, rather than that of the content expert. At the same time the group discovers, on a fairly surface level, how to use the group experience for human relations learning. As the trainer points out at the end, the most fruitful knowledge about human relations comes from human interaction. The problem is how to organize and analyze this newly acquired knowledge.

The other two D-groups use somewhat different approaches to the same problem of getting the group started and building an atmosphere conducive to real learning.

Thursday evening ends, for those who are not too tired, with a period of relaxation from 10:00 to 11:00 in which there is hot coffee, a piano, and opportunity for singing and talking.

Friday morning starts the intensive work with a general session from 9:00 to 10:00 on the problem of hidden agendas as interpersonal and group relations. This topic follows from the role-playing scene the night before. The talk deals with the group process and emotional levels to indicate some of the many complex behaviors taking place in groups.

At 10:15 the second of the four "D" or Diagnostic group sessions starts. This session, based on the previous evening's introductions, must go rapidly into the more complex and important areas of human interaction. The group is encouraged into (1) considerable interaction, and (2) careful observation.

In one of the D-groups the trainer begins by stating that because they are all here to learn more about human relations as a result of problems encountered back on their jobs, it might be a good idea to list the human relations problems on which they want to work. At the same time, he says, it would take a long while to go around the table getting items from all 15 people. Why not, therefore, ask any five to form a subgroup to build a list of problems they have, and which they think others

might also have? The other 10 people could watch.

Five of the 10 could watch the subgroup to see what was happening that impeded efficient work, and the other five could watch to see what the group did well.

(Alternatively, the trainer might have suggested that one group watch for leadership behavior in the group, while the other is looking at the behavior of the group as a whole. The main purpose is to develop interaction on more than a superficial level and to establish observation of the interaction.)

some work—others watch

A group of five at one side of the table is chosen as the work group. The five shift their chairs to form a partial semi-circle. At first there is silence in the subgroup. Then several suggestions for movement are made. The group gradually progresses, with many regressions and difficulties, to a formulation of half a dozen areas of back-home concern. These concerns, listed on the blackboard, are very generally phrased.

After about 20 minutes, when the subgroup is obviously running down, the trainer suggests they stop. He then calls on the observing group which has been looking at what impeded group action. As this observing group reports, the trainer lists their major points on the blackboard. Because there was no designated leader in the work group, much jockeying for leadership was observed among the subgroup members, as well as some hesitation to participate. Problems of leadership were strongly mentioned by the observing group as were problems of inadequate methods of working, difficulty in making decisions, effect of unclear goals, hidden motives, and interpersonal difficulties.

(Let us look at the values of this beginning. Basically the trainer set up one work group and two observer groups. The group moved very rapidly into observing and analyzing group process rather than merely talking about it. This beginning does not violate the expectations of working on their back-home problems, but makes use of them in developing deeper learnings.)

The other observing group now adds comments to the list. At the end of the reporting there are two lists: the problem-census developed by the working subgroup,

and the list of group problems brought out by the observers.

The total group shows much more interest in the list of observations. While the observing groups reported, there was evidence of desire to spend more time talking about each problem, and now the group quickly decides to work on the areas of group process uncovered by the observing teams.

(Usually the observation list is more interesting to a group than the census of back-home problems. It is a list of common observations in the here and now, not a list of outside concerns. People readily see that further study of these present problems will prove helpful later in solving problems at home. Sometimes, however, the group decides that the two lists can be combined.)

they're on their own now

The trainer next suggests that the group decide which area listed on the blackboard to start on.

The group accepts the task and the trainer does not intervene for nearly an hour. Without opportunity to depend on the trainer, the group moves first in one direction and then another. Bids for leadership of the group come from various members and are not accepted. Contributions are ignored. The group has difficulty in arriving at a decision.

(Even in this short period certain deep cleavages begin to show. One part of the group appears very upset at the trainer's withdrawal from active leadership, and accuses him of deliberately making it difficult for the group. This same section also is disturbed by the apparent lack of accomplishment, seeming to feel the group should settle down and tackle some specific and agreed-upon task. Other individuals seem relieved with the trainer's withdrawal and less concerned about so-called accomplishment in the group.)

Finally the trainer intervenes to start an analysis of what has been happening. Discussion centers around his withdrawal as leader, the competition that has grown up within the group, the hidden motives of members, and difficulties in decision-making. All of this provides material for a good half-hour's analysis of group problems leading into learning about group behavior.

Friday morning's two-hour D-group ends with considerable frustration and much thinking. People are frustrated because they couldn't influence the group in the direction they wished, and they tend to handle this frustration by blaming the trainer and the other members. Furthermore, they are angered by their lack of group accomplishment.

(Such frustration unfortunately almost always seems necessary. At first there is difficulty in getting one's suggestions accepted—or even listened to. Only as blocks are removed, can people begin to analyze the "why" of behavior and begin to listen to each other.)

The trainer is pleased that the group feels free enough, under the force of their frustration, to attack him directly and with some vehemence. At the same time, the group is becoming much more aware of the difficulties in real leadership and of the emotions that are often just under the surface in group situations. Toward the end of the second hour many members found themselves listening more closely to others in an effort to break the group stalemate. The trainer had evidence that there would be much to talk about in the evening's Off-the-Record Group.

An hour-and-a-half later, after a good lunch, the delegates convene again in three groups. These S-groups (Skill Groups) are made up, so far as possible, of trainees who did not face each other across the table in the morning D-groups. This is so the personal reactions and relations of the morning won't carry over into the afternoon.

"s" is for sensitivity and skill

The purposes of the S-group program are twofold: first, to continue giving training in sensitivity and diagnostic skills, and second, to give controlled opportunities to practice specific human relations skills.

The method of training in the S-groups differs to a considerable extent from that in the D-groups. Both are based on analysis of the experience of the group. But in the D-group the analysis follows the normal flow of the group process. In the S-group use is made of controlled experiences that produce predictable behavioral and emotional results.

A series of S-group units could, therefore, systemat-

ically cover the various areas of group behavior. One method thus complements the other. While the D-group may produce frustration, it probably results in deeper learning and change. The S-group method reassures the learner because of its controlled and structured nature. Together they fit into a total design for human relations training.

The S-group units are divided into four major areas:

1. Group goals
2. Maintenance of the group
3. Group movement to goals
4. Relation with other groups

During two periods in the short three-day institute a maximum of four controlled learning experiments can be used. On Friday afternoon two exercises are planned, one in the area of movement to the goal and the other in the area of group goals.

we need to know what we're doing

During the first hour of the S-group, the trainer, after explaining the purpose of this section of the institute, indicates that the first half of the time available that afternoon will be spent in analyzing the kinds of member acts which help the group to move toward its goal. Each participant is given a mimeographed list of contributions to the solution of group problems, such as setting goals, proposing problems, seeking information, giving information, proposing solutions, seeking clarification or elaboration, testing solutions, opposing, supporting, and seeking and giving information about the group's present position or progress.

Each person has his sheet marked with two stars next to two functions he will be asked to assume in the ensuing discussion. The chairman is not limited to any functions, and a group observer is selected to guess *who* has been assigned *what* roles and to determine how adequately the roles are performed.

A topic for discussion is presented. The group carries on the discussion for about 20 minutes, and the observer reports his findings. The trainer leads a final discussion, analyzing some of the difficulties people have in carrying out a given membership function.

In this afternoon's S-group, as in similar groups, many insights are gained by various members concerning the importance to the group of needed contributions being made at appropriate times. Many members report that they are beginning to think about what kind of contributions are needed at different points in the group discussion, rather than merely about the content under discussion.

(Normally group members are thinking only about the discussion topic—the group task—and never about group maintenance. Consequently the group gets into many difficulties as a working unit.)

we need to know where we're going

The second controlled experiment during the afternoon deals with the results of clear goals. After some group discussion on the importance of clear goals, the trainer breaks the group into two groups of eight each and asks each group to select an observer. Taking the two observers to the side of the room, he briefs them on the different tasks each group will be given. The task of group A will be vague, wordy, and confused; the task of group B will be clear and concise. The observers are to watch for variations in behavior in the two situations.

After the groups have had about eight minutes each to work on their respective topics, the observers report their observations to the combined groups. Then, for a final 20-minute period the trainer leads a discussion of the consequences of goal clarity. Great differences are observed in the two groups in satisfaction and goal-directed behavior.

Following dinner the Off-the-Record Groups meet for an hour. Staff observations of these groups, added to impressions the staff gained during the dinner conversation, seem to indicate that the day's activities have stirred up interest, awareness, doubt, confusion, frustration, and anger. All these are natural and frequently necessary ingredients of change. It is important that these emotional reactions to the day's program be discussed and worked through. Confusions are dissipated through talking with others, and the resistance and hostility to the exploration of pet ideas is lessened.

Off-the-record groups play an important part in setting the informal tone of the institute.

(Off-the-Record Groups, under whatever name, play an important part in the training institute. Such groups are designed to meet many of the emotional and personal needs that are present in learning situations.)

At 8:15 the second general integrative session is held. During the day much of the discussion and interest had been in the area of leadership, and so the final evening session looks at various approaches and styles of leadership, requirements for the individual leader and consequences for so-called "followers".

Saturday morning starts with a general session describing the concept of situational or field forces as they apply to change. The delegates, through a carefully prepared talk with appropriate visual aids, are shown how to study any social situation through an analysis of the forces pushing for or against change. Such a systematic approach to change seems appropriate at this point in the institute to help people think more clearly about the problems of motivation and resistance in their own organizations.

the "strong" vs. permissive leader

At 10:15 the D-groups enter their third session. At the end of the session on Friday the group had shown a great interest in leadership. Therefore, the trainer starts a discussion aimed at crystallizing some of the points of view about leadership present in the group. Ideas range from those stressing strong, dominant leadership which "gets things accomplished" to a much more permissive leadership geared to meeting human needs as well as task needs. Those expressing belief in the "stronger" leadership are more active in the group than the others. After the discussion proceeds for a while, the trainer suggests that they experiment through role playing with different leader styles. After some further discussion, the group agrees.

(The same cleavage seen Friday is still active in the group. A few people seem to alternate between seeking dependence on the leader and attacking him. Some try to induce the group to accept a rather structured plan and a designated leader. This group is therefore quite happy to test out ideas for leadership.)

First the group decides how results will be tested. People's feelings about the group, their attitudes toward the leader and each other are to be given as much attention as accomplishment of the task. A decision-making situation, suggested by the trainer, is modified by the group to meet their desires. Two leaders are chosen, one representing each style of leadership. Both are sent from the room. Five other members of the group are chosen as role players. To make certain there are enough difficulties in the situation, the group assigns a stern role to one member, but with the caution not to overplay it.

The role players also leave the room with the charge to think about their roles individually and to talk as a group only enough to warm up and not to get too far into the scene.

The rest of the group breaks up into small observing teams and the trainer helps them select observing tasks. One team of two keeps interaction records showing who talked *to* whom and who talked *after* whom. Another team observes the leader's statements and the effect on the group movement. Another team tries to assess the

effect on the feelings of the members of the group. A fourth team observes the progress of the group and the ways in which they work toward a decision.

role playing for insight

When all the groups are ready and the role players assembled, the first leader is called in while the other remains outside. After about 15 minutes, the observer teams signal the trainer that they have enough data, so the trainer cuts the scene. The second leader is called in and the scene repeated.

The scenes develop very differently, although neither scene produces perfect results. The observing teams report their data and the trainer interviews the role players at appropriate points to get their feelings to add to the observational data. The surprise to the group that comes when they realize the intensity of feelings generated by certain leader actions, provides excellent learning for the group. So also do the difficulties experienced by both role-playing groups as they try to arrive at a decision. Everybody comes to be more aware of the difficulties and complexities in decision making.

During this analytical discussion a number of people indicate their desire to apply their insights about leadership to the whole group, so for the last half hour of the session the trainer withdraws from the discussion while the group works ahead. The trainer observes that members are showing much more sensitivity to each other. They are listening more acutely. They are trying harder today to develop a real consensus.

(This session has been important in that it led from the first session's general difficulties and first insights into a second stage of experimentation. From observation of their behavior, the group moved to hypotheses which they then tested out in practice. The two parts of the cleavage are both disappointed in that no "style" was completely successful. This opened the way for a more analytical approach to leadership and group behavior.)

Again the participants meet in the differently composed S-groups (Skill Groups). The first problem-unit of the afternoon deals again with leadership functions as part of the movement to the goal. The group is divided in half, and each half sends four of its members

out of the room. The trainer briefs the remaining four in each group in observational tasks. He then brings in one of the groups of four sent out of the room. He acts as leader in discussing a selected topic, trying both *to exercise leader functions and to share them as rapidly as possible with the group.*

With the second four who came in after the first scene is finished, the trainer again serves as leader. This time he manages *to keep all leader functions to himself.*

At the end of both scenes the observers report on differences in tension and frustration evidenced in the two groups, and the whole group explores further the motivating value of involvement of group members in the task of the group.

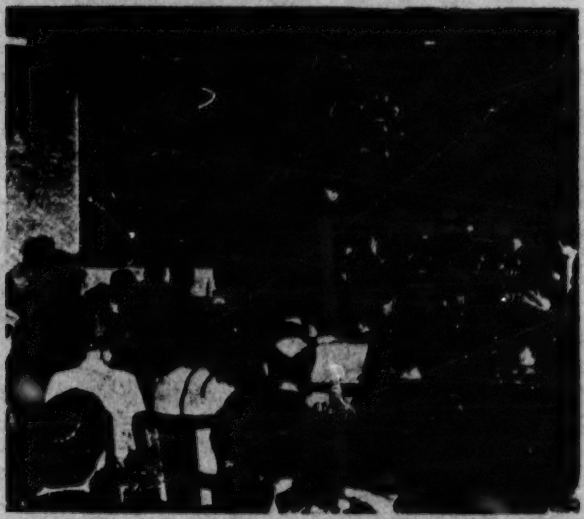
The second project for the afternoon deals with group building and maintenance tasks. Members of subgroup A are briefed to play such maintenance roles as encourager, harmonizer, compromiser, standard setter, etc. Members of subgroup B are briefed to play such self-oriented roles as aggressor, blocker, recognition seeker, dominator, playboy, etc.

The groups alternately observe each other in the role playing situations and attempt to identify the various roles played by individual members. It is observed that the self-oriented roles tend to prevent the development of cohesiveness and progress with the task.

After the Off-the-Record Groups, which seem to be more relaxed than on the previous evening, the delegates spend the last hour of the day in Special Interest discussion groups. At registration delegates were asked to check their priorities for a number of discussion groups geared to their back-home problems. Such groups as "training volunteer workers", "discussion group leadership", "program evaluation", and others were listed. The staff vary in their way of handling the Special Interest groups. Some are treated as clinics, others as experience-sharing groups, others as practice groups, and others as information-giving sessions.

At the end of the evening those who still have energy left congregate around the piano for some group singing.

Sunday, the last day of the institute, starts with the final integrative session, which this time deals with



The day starts with a general or "integrative" session

steps in decision-making. The group has advanced from their initial concern about what the leader does to a realization of the importance of what the group does. From a preoccupation with what each should do, members have moved to a greater awareness of the needs and contributions of others. This final integrative session focuses on the kinds of groups that members face in their job situations. Members are helped to gain new ways of looking at their back-home groups.

The final session of the D-group opens with the trainer asking the group members what they had most wanted to do during the last meeting. With this beginning, the group moves ahead, first in a desultory way and later with more involvement as the group task becomes clearer.

The discussion works its way to a point at which each group member participates by telling the group what he feels is his major problem as a leader or member. In effect, each member asks for consultation from the group. Each person's experience with the others has covered only four sessions. But it has been a type of group experience in which a feeling of freedom and

warmth has been combined with a pattern of analysis. This has given each member considerable insight into the others. Thus the D-group ends with a number of insights for each person about group behavior generally and about reactions to his own behavior specifically.

From 2:00 to 3:30 is the closing session of the institute. The purpose of the session is to help people crystallize learnings and apply them to the back-home situation. The staff moderator makes a short statement of this purpose and then asks for a volunteer for a brief role-playing situation. So instead of a statement neatly summarizing what people should have learned, the session begins with a spontaneous role-playing scene.

what do you know, Joe?

The volunteer, when secured, is asked to think of himself as reporting the next morning to his chief about the institute and its value to him and his work. A staff member playing the role of the chief is sharp and pointed in his questions.

The trainee reporting back stumbles a bit in response to the question, "What, exactly, did you learn at that institute that you can use right now here on the job?"

The trainee finds himself saying, "Well, it's a little hard to tell you what I learned. I'm not quite exactly sure myself, but I feel it had great value for me."

The chief says, "This isn't very clear to me. Can't you tell me *one* thing you learned?"

The trainee responds, "It really wasn't that kind of conference. You didn't learn specific things, but you really gained a lot of insight into human relations."

The scene, when it is quickly and mercifully closed, makes it very clear to everybody that concrete thinking has to be done about application. At this point the entire group is broken up into small groups of six to spend the next half hour discussing what learnings had come to them and how these learnings could be applied. The group members are encouraged to serve as critics and coaches of each other's plans.

For the last half hour of the session a few of the subgroups report back their ideas for application of their learning, and one of the staff members—in this

case the Director of the University Center—makes a little talk in which he emphasizes the point that their learning is just beginning in this field, that the institute does not pretend to train people in human relations in so short a time, and that he hopes they will make use of the approaches to group observation learned here to keep on learning from their daily experiences.

conclusion

This, then, is a description of one three-day human relations training institute. It is fairly typical of many which have proved to be successful. However, many variations could have been developed. The other D-groups in this institute proceeded differently, although with the same basic approach. Instead of the skill-exercise in the afternoon, some institutes use variations of case studies, usually with opportunities to work out the case in action. But the basic characteristic of all these institutes is the laboratory approach to learning.

Because human relations occur when two or more people interact, the basic method of the institute is to create effective human relations situations, use various methods of collecting data about behavior and feelings, analyze the data, and endeavor to draw generalizations from the analysis. The generalizations are checked against and supported by the ever-growing body of competent research in this field, and by the gradually evolving theory supporting systematic study of human relations.

Generalizations and hypotheses, in turn, are tested in action as learners try out new skills of human interaction. Thus, learning is more than verbal. Because the learning grows out of experience, because it deals with the nature and behavior of the individual in a public way, this experience is very different from training situations in which behavior is talked about but never examined. In such an institute as this the individual enters into a process of self-change and growth.

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MEETING THE TRAINEES NEEDS

The trainee's need for change changes as training progresses

It is not sufficient to base a training program only on the needs the trainee perceives prior to the training. One major purpose of the training program is to encourage change in the participant. If, and as, he changes, he will perceive new and, hopefully, more appropriate needs for his learning and growth. In addition, each trainee brings to the institute certain anxieties about the training program, resistances to new learnings, and certain personal needs that must be met if learning is to take place.

Developing an effective training program may be said to include three levels of individual need.

personal need for solving problems

Let's look first at what the trainee is likely to say as he comes to the institute. At some point, either before his arrival or at the opening of the program, he may be encouraged to list his practical problems as he sees them. In this list of *perceived problems* he will probably include some of the following:

- How can I get people involved in making decisions?
- How can I become a better leader?
- How can I handle people who dominate group discussions?
- How can I get my subordinates to cooperate?

- How can I get work done in committees without wasting time?
- How can I raise morale in my organization?
- How can I develop better staff relationships?

Typically, in the area of human relations people blame their difficulties on other people and groups. In so doing they look first for a technique or method that will handle the difficult situation. In the beginning the individual sees little real relationship between himself and the situation. Rather, he sees the less threatening relationship between a difficult situation caused by other people and a technique he doesn't happen to know. His perceptions of his human relations problem usually bypass any "know-why's" and seek only "know-how's".

"why" is important too

Yet, because the desire to learn the "know-how's" motivates the trainee to attend the institute, one job of the human relations trainer is to provide a learning experience giving sufficient insight into these problems to cause the trainee to seek the "know-why's" as well.

With competent training and with stimulation from his training group, he may come to see that in order to "handle" people better in discussion groups, committees, or staffs, he must get a new look at groups and at the forces that operate within them; that in order to get subordinates to "cooperate" he must get a new look at himself in relation to the people he is working with, as well as a new look at them; that in order to get work done in organizations he must get some knowledge of the factors that contribute to productivity or block it.

With a deeper look at the problems, through the help of the trainer and the training group, the trainee may come to systematize his training needs into some such list as the following:

1. How can I become more *sensitive* to what goes on in groups?
2. How can I get more *insight* into my own behavior in groups, particularly as my behavior relates to the productivity of these groups? How can I recognize the consequences of my activities on the behavior of others?
3. How can I better *understand* other people's interests, needs, feelings, and purposes?

4. How can I *listen* better to what people are trying to communicate to the group?

5. How can I get more *knowledge* of group and committee behavior, and of the forces which determine the way groups act and interact?

6. How can I look at my own *attitudes*, (a) as mechanisms of defense, (b) as useful in relating to people?

7. How do I learn basic human relations *skills*, and have adequate opportunity to practice them in a situation where I can learn and not be punished for mistakes?

8. How can I *apply* these learnings to the many concrete problems that will face me when I go back home to my job and family and community?

This second set of needs represents a fundamental shift in perception. In them the trainee is approaching human relations problem-solving from a diagnostic position. He is seeking the "know-why" before the "know-how". He is beginning to recognize the complexity of human activity, the dynamic interaction of forces producing behavior, the quality of change in individual and group action. He is recognizing that methods in human relations are methods of *approach* to solving problems rather than magic answers.

Perhaps even more important, he is realizing that he is an essential part of the human relations problem or situation, with a need to diagnose his own motives and actions as well as to diagnose the purposes and behavior of others. Finally, he is accepting the position that improvement in his handling of human relations situations will demand changes in his own attitudes and abilities rather than merely learning a technique.

In addition to the identification of problems and the training needs resulting from them, there is another important set of needs that determine training actions. Each person brings to the training climate certain expectations of what will happen, certain anxieties, certain resistances to this learning which might upset his present security and behavior, and a set of personal needs based upon extensive experience in relating to people in previous situations. These needs differ with individuals, and they are accentuated by uncertainty about the training situation. They may help or hinder the training process, depending upon the skill of the training staff.

But at all costs the training staff must build the training design and training methods around these individual forces. Otherwise learning will be blocked. Real learning in human relations calls for distinct change in how the individual works with others. Change in behavior is more threatening to the security of the individual than change merely in verbalizable knowledge. It is more difficult in our culture to *explore* our own behavior *than to admit lack of knowledge.* All this builds resistance to learning.

Some typical resistance patterns are:

- refusal to enter areas of real need by staying on the level of surface need,
- efforts to talk only about human relations activities of *others,*
- desire to intellectualize about the values of good human relations rather than to analyze the consequences of one's own behavior,
- desire to have reassurance that previous patterns of behavior were all right.

Resistance to learning at some levels will be almost a universal reaction. The training plan should be designed to overcome these resistances. If it is not, the training institute may be pleasurable and interesting, but will lead to little real change.

personal needs in training

Other areas of expectation and personal need are brought by trainees to any learning situation. Here are five observed in a typical training group:

1. Group members come with a great variety of *authority patterns.*

These at one extreme force members to become highly *dependent* upon the trainer and at the other extreme force them to become highly *resistant.* People exhibit authority needs when they show need to relate to leaders, to get approval from the trainer, to use power in influencing others, to fight the trainer, to rely upon the trainer's experience, to rebel against group pressures, or to show unusual susceptibility to them.

Needs for dependency, if encouraged or overly met, can block real learning. Accepting the authority of the trainer and thereby accepting his statements as learning

is not the basic learning that would result from analyzing one's own purposes, motives, actions, and skills.

The trainer must be prepared for these authority needs, both of a dependent and a competitive nature.

2. Group members have needs for *support* and *approval* in many ways.

All members feel a need to fail without punishment, to practice skills in an atmosphere of freedom from usual environmental threats, to feel accepted in the group, to feel wanted, to feel encouraged in trying to change. People differ in their tendencies to pair with others, to seek out dependency relationships, to work with cliques and friendship clusters, and to feel insecure when not singled out by the trainer for approval.

The training design needs to build support for trainees undergoing change. The training group should be far more than an economical collection of people for individual learning. Training attention should be given to developing a warm and encouraging group to give needed support and reassurance to people while they go through the often difficult task of examining their own behavior in relation to others. To learn principles and generalizations about human relations is not the whole purpose of human relations training. The basic purpose is to bring about change, if needed, in the way the individual examines and relates to others.

3. People differ in their need for *structure.*

Some members feel keenly the need to have activities well planned in advance with every new event carefully described and limited. They want to be able to predict what will happen next, to know that events will be orderly and well controlled by appropriate people. Others are much more tolerant of uncertainty and of activities planned by the group as the need arises.

This difference in personality needs will be particularly noticeable in early stages of training when the group is learning about human relations by analyzing its own activities. A comprehensive training plan may have different kinds of training groups in which the amount of structure varies. This gives support to those needing more structure while they move gradually into situations in which analysis of what they are doing leads them to experiment with new behaviors.

4. *Freedom* is a need greatly stressed and widely misunderstood in our present culture.

In a training group no member is free in the sense of having no restraints from his environment. However, all members need to be able to talk without fear of judgment by other group members, to be able to uncover feelings and perceptions without fear of reprisal, to be aggressive at times of stress in the group, to withdraw to privacy when threatened by group actions.

People wish to be free to like or not like what is going on in the group, to express or not express their inner feelings, and to maintain a private world in the midst of group pressures. Trainees need to be free of the trainer's dominance when they are ready to construct their own training situations. The trainer needs to be sensitive to his role of setting up learning situations where necessary, instead of feeling it necessary to "teach".

5. Our culture fosters feelings of *need for accomplishment.*

Some individuals are especially insistent that the group "get somewhere", that "we learn something" and not "just sit here wasting our time". They want to see the immediate application of whatever is happening.

This need for accomplishment sometimes serves as a barrier to learning. Rather than go through the more difficult task of learning from an analysis of experience and personal experimentation, demands are made for the trainer to "teach" the right answer, even though all evidence indicates the futility of such an approach.

using needs to aid training

These and other personal needs exist in all training groups. Provision for using these needs as aids in the training process may be made in many ways.

Thus, not only the job problems of the trainee and the real problem of learning, but also the many individual reactions, resistances, and expectations are part of any effective training design. Planning a short human relations training institute is not merely a matter of planning units of content knowledge. Rather, planning an effective training program calls for complex de-

signing skill in which the ultimate plan is based on several levels of psychological and behavioral needs.

The skilled training team will devise a set of training periods—a training design—that will move as economically as possible toward helping trainees acquire the tools for solving their *perceived* problems. The team will further help the trainees move from awareness of personal needs to *training needs*. Ways in which the training design can be adapted to the various levels of need are described in the preceding article.

As he comes to the Institute, the trainee may see these as his problems:

1. How can I get people involved in making decisions?
2. How can I become a better leader?
3. How can I handle people who dominate group discussions?
4. How can I get my subordinates to cooperate?
5. How can I get work done in committees without wasting time?
6. How can I raise morale in my organization?
7. How can I develop better staff relationships?

With training, he may come to see the following as his aims:

1. How can I become more *sensitive* to what goes on in groups?
2. How can I get more *insight* into my own behavior in groups?
3. How can I better understand other people?
4. How can I listen better to what people are trying to communicate?
5. How can I get more *knowledge* of group and committee behavior?
6. How can I look at my own *attitudes?*
7. How do I learn my human relations *skills?*
8. How can I *apply* these learnings to my back-home situation?

A short human relations institute

is as good as its

PLANNING AND STAFFING

People resist change. All kinds of change. Change in their environment and institutions. Change in other people. Most of all, perhaps, change in themselves.

In the planning of a training institute, where changes in attitude and behavior are sought, we need to realize at the very beginning the difficulty of our task. Such training calls for a much more intricate plan than does a conference or other learning situation where the main intent is to give or exchange information.

In fact, the importance of the planning phase of the human relations training institute can hardly be overemphasized. Planners must design ways of overcoming resistance to change. They must work toward producing acceptance of new insights. They must give thought to providing emotional support. In addition, they must plan the learning experience so that afterwards the trainee will be able to apply it helpfully to his job situation. And planners must be concerned with maintaining change in the trainee after the institute is completed.

Let's look at some of the steps in planning necessary to accomplish these tasks in a short institute.

initial planning

1. *Choose the goals for the institute.*

An initiating group needs to determine the goals toward which it is working and for which the institute should be planned. Is the goal improved community leadership? Is it better school supervision, more effective consultant service in the field, improved executive leadership, or some other area of human relations?

2. *Assess the needs and interests of the possible participants, organizations, or community groups.*

Before a group can sufficiently plan such things as size of a training institute and its financing, or even before it lists the needs of the community and the organizations that can be counted on to support the institute, it might send a brief questionnaire to community leaders to determine their degree of interest. Another approach would be for different members of the group to visit directors in different organizations to assess the readiness for such training.

3. *Assess resources.*

No institute should be planned unless there are adequate resources to make a sound training experience. The initiating group should assess such resources as community interest, trainers who are available, consultation help available, and the possibilities of financing.

Frequently, near-by universities, professional agencies, or national organizations have resources which can be used by local groups and communities. It is important that these resources be assessed early so that they may be used at a later stage in the planning.

4. *Deciding upon the type of institute.*

Early in the planning the committee members should explore the kind of training experience they wish to provide. Shall it be an experience-centered laboratory type of institute, a teacher-pupil relationship, or an inspirational approach? Should it be concentrated in a week? A three to four day program? Or should it be a series of one-day institutes spread over a longer period of time?

Because there is no clear-cut evidence as to which is preferable, the committee should investigate the relative merits of the different proposals. In an intensive three-day to three-week institute many forces can be applied toward the direction of desired learning. Where learning comes from analysis of experience, the experience should be long enough and deep enough to let the learner gain insights from his own behavior. This would lead toward the more intensive institute. On the other hand, shorter training periods spread over a longer period of time provide for digestion and thought between institute sessions.

Recognizing that the greatest amount of learning and change seems to come from analysis of experience, the aim is to provide enough time in the institute for the learner to have (a) sufficient experience, and (b) adequate time for analysis of this experience. This will inevitably take longer, but the rewards are greater. More learning is secured this way than through a didactic presentation of facts about human relations.

5. *Appoint necessary committees.*

There are many planning tasks to be accomplished in preparing for a training institute which might better be done through subcommittees than by one overall committee. This is particularly true when the original committee is not as representative of various interests in the community or organization as would be desirable. The appointment of subcommittees shares the work of planning the institute among more people and thus builds involvement. Some of the committees that may seem desirable are:

SPONSORING COMMITTEE

This committee should be the overall committee responsible for the activity. Its members should include representatives of the various populations interested in the institute—people who, as resources, can give qualitatively sound planning advice, and representatives of the various populations interested in the institute—people who, as resources, can give qualitatively sound planning advice, and representatives of the various functional committees.

PROMOTION COMMITTEE

This committee shall be responsible for locating suitable physical facilities in accordance with criteria set by the sponsoring committee, for advertising the institute, and for establishing a budget. Reserve a location early while there is choice in the matter. The place should not be too far distant from the expected participants, but at the same time it should offer freedom from distractions and phone calls. This committee should explore the possibilities of different organizational camps, summer resorts, or other types of facilities that would meet the above criteria.

This group should also develop a brochure to com-

municate pertinent information about the program and the sponsorship of the institute to people who might be interested in attending. The committee will also need to determine the cost of such things as advertising and planning, materials, secretarial services, and non-local staff which must be used. Part of a staff can often be secured from local resources, but it is better to get top-notch resource trainers than to lower the quality of the institute.

TRAINING COMMITTEE

This committee should be responsible for working with outside resource people in developing a training design and in selecting trainers to help carry out the program. It should also think in terms of training aids, training facilities at the location at which the institute is to be held, and visual materials plus library materials that will make for a well-rounded institute.

EVALUATION COMMITTEE

This committee should be responsible for developing methods to be used for evaluating the effectiveness of the conference. This committee, too, might wish to draw upon the resources of specialists within or outside the community. The specialist could be helpful in developing the tools, but the committee itself should be the fact-finder.

check points for planning

In developing and carrying out the initial plans, a number of questions will need to be decided by the local sponsoring committee—questions such as these:

1. *When should we hold the institute?*

There is no such thing as a best time to hold such an institute. Local conditions will govern to a great extent the time chosen. Frequently a group will use a Friday, Saturday, and Sunday. This makes it possible for people to be away from the job only one day.

The time of the year might depend a great deal on whether or not the organizational groups taking part start their year in the fall or at the first of the calendar year. There has been some experience to indicate that institutes are frequently valuable in the spring, as new officers are selected, or in early fall before programs get too far along.

2. *Where should we hold the institute?*

This matter of location should be given thorough consideration. A decision relative to whether people will live at home and attend the institute or whether a "living-in institute" situation will be sponsored is important. Experience indicates that whenever possible the value of a learning experience is enhanced when people can live and eat together during the three days. In this way almost all of the cultural forces in the "away from home" situation can be mobilized toward the learning goals and the individual is more involved in the total learning situation. The location should be chosen so that it is not too rustic to affect the comfort of the participants.

3. *How many delegates?*

The number of delegates to be encouraged to attend the institute will depend upon the physical facilities and the resource-leadership available. It can be estimated that one staff person is needed for every 10 to 15 delegates in this type of training. Therefore, an institute of 45 people will need to recruit three to four resource staff members. There has been some evidence to indicate that in an institute having fewer than 20 people there exists a feeling among them that the institute is not important enough to interest many people. Experience also indicates that over 60 people produces complex problems of physical facilities and administration.

4. *How shall we recruit delegates?*

The whole system by which promotion takes place is a very important one. Will the institute be open to everyone? Will there be a selection committee? Will there be certain criteria for selection of trainees? These questions need to be considered by the local sponsoring committee.

Whether or not all people applying to the institute are ultimately accepted should depend upon certain factors of readiness for training, type of job or community situation needing such training, opportunity for spreading the effects of training, whether teams of participants are to be given preference over isolated individuals, and other similar criteria.

An application blank should be developed to secure information about the individual and his position in the community or organization.

5. *Administering the institute.*

Administration and administrative services must be taken into consideration Someone needs to be able to work on the physical facilities needed for the training. If it is a "living-in" institute, the problems of housing, meal arrangements, etc. are many and often frustrating. Someone not involved in training needs to be secured to handle such problems.

There will be need for such administrative services as typing, producing training materials by ditto, handling registration, making up name tags, meeting participants, making charts, etc. Some of these things can be prepared beforehand, but many such needs will develop at the institute. If possible it is good to have one secretarial person present to assist the institute administrator in his many tasks.

6. *Recruiting the staff.*

The selection of resource staff to conduct the institute is very important. Frequently, local colleges or extension departments may have qualified personnel.

The committee may want to get consultation services from some of the human relations centers at different universities or various national organizations. Consultation services may include recommendations of personnel for recruitment.

It is important that the staff have a common philosophy toward the laboratory way of learning. But it is also important that it be representative of different social science disciplines and backgrounds in psychology, sociology, anthropology, education, social work, and other areas of knowledge about human relations. However, there should be a common readiness for working together and developing a unified training design so that the experience is more than a cafeteria of human relations knowledge.

Staff roles need to be assessed in terms of the work groups in the morning, the lecture presentations, the skill practice sessions, and the other training services to be provided. Frequently the local sponsoring committee can provide the administrator for the institute.

In the final development of plans, the following tasks should be kept in mind by the sponsoring committee:

1. Review the applications and final selection.

2. Check physical facilities.

3. Check equipment and training materials.

4. Send out final notices to staff informing them when they are to arrive.

5. Make plans for one-day staff meeting with the sponsoring committee prior to the three-day institute.

This one-day staff meeting is extremely essential. It brings together the total staff in addition to the consultant who has been working with the sponsoring committee in its initial planning.

6. Planning for the orientation and reception of the delegates.

This is very important in setting the emotional climate and the informality of the institute. The name tags, degree of informality of dress, and opening reception period should all be considered in final plans.

It goes without saying that the committee should also review its objectives, as well as the procedures for achieving these objectives.

Keeping these in mind will be a constant check for the effective carrying out of the institute. In addition, the evaluation procedures will need to be finally determined and agreed upon between the sponsoring committee and the staff.

Finally, the sponsoring committee should be continually thinking of ways to follow-up this three-day institute. Such follow-up may call for future get-togethers one night a month, the sponsoring of another three-day institute in six months, an evaluation and assessment procedure within three months following the institute, or the supplying of supportive written materials so that further learning may take place on the part of participants. The goal of the planners should not be to heave a sigh of relief when the three days are finished, but to see their task as a long-range one.

Frequently, at the last session of the institute, spontaneous requests for continuation of such training will give a mandate to the sponsoring committee to enlarge itself with representatives of the participant group and to begin further planning, either for another training institute for new people, or for further training for those present.

SELECTING AND TRAINING THE TRAINERS

Staffing the human relations training institute is probably the most crucial and difficult task of the entire operation. While the trainer, of course, must have knowledge about human relations, he seldom has occasion to present this except in the theory sessions where he is playing a different kind of training role. Instead, his knowledge is used as he helps the diagnostic group analyze its experiences, as he suggests the selection of one kind of experiment over another, or encourages the group to move to a new depth of understanding.

While the trainer needs to have certain skills of discussion leadership, his purposes differ in many important ways from those of a conference leader who is concerned largely with stimulating discussion, moderating opposing views, and encouraging interchange of experiences or ideas. In addition to these, the trainer encourages the participants to expose their behavior or attitude to critical analysis—a far more difficult and potentially more painful process than exchanging ideas.

The trainer must not only be sensitive to problems of group maintenance, but also to individual and group readiness for each new behavior of leader or member. He must be sensitive to cleavages in the group, subtle conflicts that grow up between some members, reactions to leadership and authority, resistances to group analysis, and individual anxieties about acceptance by the group.

Thus the role of the human relations trainer is a complex and difficult one. Handled ineptly, not only will little learning ensue, but harm can be done to individuals. The trainer who is not sensitive to the limits of

learning about role behavior in a group—limits determined by what the individual is ready to accept—may quickly get out of his depth. Psychotherapy is one thing; learning about group and individual relations through exploring the interactions between people is another. The trainer must be very clear about the differences, and must not be tempted out of his field.

While there is no clear-cut set of standards for such training, experience indicates that the successful trainer will have some of the following characteristics (It should be kept in mind that this is simply a series of guideposts and not an inflexible yardstick to be applied to all potential staff.):

1. *Professional training.*

It will often be found that people with professional preparation in one of the following fields will have attained insights helpful in preparing for a role as human relations trainer: sociology, psychology, educational psychology, psychiatry, personnel, philosophy, and others. Because of the wide variance of such training, even within a given field, it is certainly true to state that professional training does not guarantee competence, and conversely, that people can be competent without such conventional professional training.

2. *Group experience.*

In addition to professional background of some kind, the trainer should be someone who has met the practical problems of learning to work as a group leader. This experience may have been gained in a variety of ways. Health education, elementary-school teaching, working with a youth organization, working as a staff member of a local or national volunteer organization, directing a boys' camp, and being chairman of a local League of Women Voters discussion program are examples of a wide range of positions in which people might gain valuable experience in working with others. Here again, experience with groups might simply have firmly set old habits of authority-wielding and given people practice in ineffective work habits. Experience, then, can be helpful or harmful for a trainer, depending on its quality.

3. *Self-understanding.*

Some of this is an absolute essential for participation in a trainer's role. Such understanding may be increased with training and with experience in shared planning. The trainer must have sufficient understanding of his own motivation and sufficient control of his own mechanisms of defense to (a) prevent his own needs from interfering with the training process and (b) enable him to empathize with the interpersonal problems of others in the training groups.

4. *Personal security.*

Along with his training and experience, a group trainer must have sufficient personal security to permit him to take a relatively non-punitive role in the group, to be warm and accepting in his relations with others, to have a genuine respect for other people, to have a willingness to share leadership roles with others, and relinquish authority as training proceeds. Sufficient personal security to allow the trainer to participate adequately in a rather wide range of interpersonal situations is probably indispensable.

5. *Training skills.*

With the proper background and personality, one can probably learn enough of the training skills necessary in modern human relations training designs to become an effective member of a training team. That is, of course, assuming that in his professional background the person has acquired a working knowledge of the process of scientific group problem-solving. These skills can be acquired rather quickly either as a member of a training group or as a junior member of the training staff. It is, of course, true that the wider his range of skills, the more effective the trainer can be in applying them appropriately in the training design.

6. *Democratic philosophy.*

If a person can meet to a modest degree each of the above criteria, he will probably have as part of his behavior a democratic philosophy of leadership and work.

What do these requirements mean for the spread of human relations training? Does such training demand

so much skill that it can be carried on only in a few places?

This is not the case. More and more university personnel are participating in and being trained by laboratory programs throughout the country. Trainers from organizations are gaining competency in this field. For a community or organization concerned with developing a leadership training program, it is usually possible to build a staff partly from their own resources and partly by calling in a few outside staff members.

The training design of the typical institute lends itself to a mixture of staff resources. The diagnostic groups probably call for more sensitive and expert training skills than do the skill-practice groups. Thus a few outside experts could serve as trainers in the diagnostic groups, while local staff could serve as training associates and lead the skill-practice groups—in this way using the institute as a training-ground for local staff so that they can conduct later institutes without outside resources.

If outside resources are brought in for a first institute, it may be desirable to hold a one-day pre-institute staff workshop in which outside and local staff plan together, and in which outside staff give as much training to local trainers as the day permits. Such limited-objective training is often quite effective, especially under conditions of high motivation and with prospects of immediate use. The length of time to be devoted to staff training will depend upon finances available, time requirements, availability of external staff, previous training level of the prospective staff, and the general security of the staff itself.

Shared planning with participation of all members of the staff is probably essential to institute success. In exceptional cases an external staff may come in and "put on" an institute. This, at best, should be seen as a "pump-priming" move for the community or organization concerned. If training programs in human relations are not to become superficial, depending upon gimmicks and deserving of the many criticisms leveled at them, then a leadership program which is internal, continuous, and upgrading should be the aim of all institute training. ◇◇

Leadership: The Art of Developing People

How to apply human relations training to the every-day job

The need for leadership in all walks of life is greater today than ever before. Every aspect of living demands guiding hands: government, business, the professions, the fine arts, the mechanic arts.

Leadership does not mean domination. The world is always well supplied with people who want to be dictators. The leader is of a different sort. He seeks effective activity with a beneficent purpose.

No sluggard need aspire to leadership. There are passive persons who are content to go through life getting lifts from people; who wait until action is forced upon them. They are not leadership material.

How do men get out in front and stay there? They raise the standards by which they judge themselves—and by which they are willing to be judged. They raise their aims, both for themselves and for the group they lead. They develop with energy their own knowledge and skill so as to reach the standards they have set.

This acceptance of higher standards of judgment is the basis of all human progress. A love of high quality is essential in a leader. Dependability is another quality of the leader. He keeps all promises. Being dependable means accepting responsibility. The leader will take counsel with his people, but he will act on what his mind tells him is right.

To embark successfully on a career involving leadership demands courage. With faith in himself, he will

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be brave enough to act upon probabilities instead of certainties, and put his whole energy into making them come true. One mark of a great leader is that he feels sufficiently secure to devote his thoughts to the well-being of his subordinates and the perfection of his job.

A Stricter Discipline

The man who would be a leader must pay the disciplinary cost involved. This does not mean he must withdraw from the world, but it does entail restraint, control, and moderation wherever these are necessary to achieve the ends he seeks. Leaders need to submit themselves to a stricter discipline than is expected of others.

It is not surprising to find that the great numbers of persons who have been acknowledged as leaders were people who themselves learned the art of obeying. The man who has not learned to render prompt and willing service to others will find it difficult to win and keep control of his followers.

Besides doing well what he has to do, the leader has initiative, which is the ability to think and do new things. He must keep his imagination alive, so as to originate ideas and start trends.

Diverse though the areas of leadership may be, there are, nevertheless, certain basic principles generally agreed upon as being necessary. The leader must be sincere in his beliefs about his business and his place in it, and he must have the force of character necessary to inspire others to follow him with confidence.

Thoughtful men choose persons to work with them, and particularly men who will be close to them, for special qualities. Their assistants should be different from them, capable of doing things the leader cannot do for himself. No leader in government, business, or any other sphere of activity will surround himself with rubber stamps if he wishes to be relieved of some of today's work, to be given time to plan for tomorrow and the more distant future, and to be able to step out for a few days or a few weeks in the certain knowledge that his assistants will handle the business efficiently.

The leader's job is to get work done by other people, and the good that they do is reflected upon him. He senses the readiness of an assistant for further development, and sets the stage so that efforts of his subordinates are used to the full in pursuance of his purpose.

Herein lies the most subtle challenge to the man in authority over others. He must steer a wary course between keeping a finger in every pie, dictating in detail what is to be done by whom, and on the other hand, slackening the rein so that his assistants learn by experience, even at the risk of making mistakes. Having delegated work, the leader must trust his assistants. His action implies the courage and readiness to back up a subordinate to the full.

The more dynamic the leader is, the more he needs to control the irritability that arises in him when projects are delayed, thrown off the track, or botched. He needs to seek patiently for the reason and to be receptive for ideas for improvement. As a key man in the organization he must be a creative listener, smothering ruthlessly all empty excuses and brushing off all merely time-wasting talk, but getting the meat of what people have to say.

No matter at what point we start from in a discussion of leadership, we inevitably reach the conclusion that the art of being a leader is the art of developing people. At its highest peak, leadership consists in getting people to work for you when they are under no obligation to do so.

Throughout his active life the leader finds himself surrounded by duties to his business, his community, and himself. None is more important than his duty toward his workers. It is a maxim that whoever is under a man's power is under his protection.

The leader should approach his job in the spirit of being a coach. He will kindle interest, teach, aid, and inspire. He will seek the special talent every worker has. His people will cooperate with him in maintaining discipline for the good of the team. He will suppress his own ego and encourage the progress of those whom he leads. He will create in his group a sense of mutual effort, directed toward a specific goal.

A leader in any activity will find it an advantage

beyond price to have clear-cut policies written down. This keeps in mind consistent paths, and help to clarify to his assistant the purposes toward which their work is directed. When he has his policies well shaped, then he may move on with sureness to the proper means and methods

The capable leader does not flounder around in confusion when he meets a problem, because he has learned certain general procedures which enable him to face a crisis without panic. Simplicity marks this process, as it does all effective work in any field. Grasp the problem; whip it into organized shape at once; seek the information that is necessary to its solution; do what is necessary, according to the size and complexity of the problem, to analyze the elements of it; and then proceed to shape and test the various answers and plans.

The leader must venture to run the hazard of his own judgment. He will often find that getting things started is more important than making sure that they will turn out perfectly right. He will find, too, that many of his decisions will have to be made with incomplete data. Having done what he can to build the necessary fact-finding organization, and having used it to the greatest possible extent, he must, nevertheless, shoulder the burden of making decisions, pushing out upon an uncharted course where his sense of direction is given him by his judgment and experience.

The leader must originate. He must be an innovator. But he needs to do more: he must push plans through to successful completion, coping with the unexpected and unpredictable through originality and ingenuity applied with courage.

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BOOKS

THE HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES

An authoritative working tool and standard reference for anyone concerned with adult education. Published by the Adult Education Association of the U. S. A. Edited by Malcolm S. Knowles, 656 pages.
Price: $7.50 per copy. 1960.

AN OVERVIEW OF ADULT EDUCATION RESEARCH

The first concise, up-to-date, factual report regarding the adult education field. Published by the Adult Education Association of the U. S. A., Edmund de S. Brunner, David Wilder, Corinne Kirchner and John S. Newberry, Jr., Authors. 278 pages.
Price: $4.00 per copy. 1959.

CREATING A CLIMATE FOR ADULT LEARNING

A carefully edited report of a national conference on architecture for adult education. Sponsored by the Adult Education Association of the U. S. A. and the Division of Adult Education, Purdue University. Edited by Herbert C. Hunsaker and Richard Pierce, 116 pages.
Price: $1.00 per copy. 1959.

ARCHITECTURE FOR ADULT EDUCATION

A graphic guide for those who are planning physical facilities for adult education. Compiled by the AEA Commission on Architecture, 74 pages.
Price: $2.00 per copy.

ADULT EDUCATION ISSUES IN DISPUTE

A series of challenging opinions designed to encourage face to face discussion among individuals who care about these matter, about this movement, and about the outcome of this country's search for freedom and democracy. Published by the Adult Education Association of the U.S.A. Edited by John Walker Powell, 80 pages.
Price: $1.00 per copy. 1960.

INTRODUCING THE AEA

The AEA (Adult Education Association of the United States of America) is a non-profit organization founded in May, 1951, as an instrument for developing a united adult education movement. The general purposes of AEA, as stated in its Constitution, are:

—"To further the concept of adult education as a process continuing throughout life.

—"To promote and develop adult education in the United States by affording opportunities to professional and non-professional adult educators to increase their competence and by encouraging and assisting organizations and agencies . . . to develop adult education activities and to work together in the interests of adult education.

—"To receive and disseminate information about adult education.

—"To promote the balanced development of educational services for adult persons in the United States.

—"To cooperate with adult education agencies internationally."

United in the AEA to further these purposes through a program including field services, conferences, publications, and public relations, are over 12,000 men and women who work with adults in formal and informal educational and training programs. These leaders represent every sector of American society—education, labor, agriculture, industry, religion, social welfare, government service, and a host of voluntary associations.

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